**Is That Legal?**

Exploring Legality vs. Ethics in Neil Shusterman’s *Unwind*

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LAE 6339

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**Rationale**

The overarching themes for the 9th Grade regular Language Arts class this year are responsibility and self-worth. At this stage in their lives, most teenagers are trying to figure out who they are and where they fit into society. As teachers, it is our responsibility to guide them in their journeys of self-discovery and ensure they have the knowledge to make informed decisions. They should be shown how certain bodies such as the media and the government work to affect their lives. For example: The media presents information in certain ways that can affect ones opinion of the topic they are presenting.

Dystopian literature offers an insight into how everyday lives are affected by politics, media, economics, etc., albeit in an often much exaggerated way. Often authors of dystopian literature take a minor issue that they see in the world (such as using behavior modification drugs like Adderall and Ritalin) and creating a universe in which such an issue is taken to extreme measures by society. In this way they are providing a social commentary about such issues. It is important for students to read such literature so that they may connect the worlds of such stories to their own. In this way they can observe how, with a little imagination and a lot of corruption, society can spiral into organized chaos, hurting those it was most meant to protect.

Why Neil Shusterman’s *Unwind* then, if there are so many other great dystopian novels available? The answer is that unlike the classics of Ray Bradbury and George Orwell, *Unwind* is written specifically for young adults. The three main characters are teenagers just like the students, with similar problems and similar mindsets. They all must deal with the expectations of adults, trying to find their place in the world, issues of self-esteem, and issues with authority. If a student is to get anything out of any text, he must first be able to relate in some way to the characters presented.

*Unwind* speaks to teens on a number of levels. First, there is the way teens are seen in the eyes of the law. The main conflict in this book is between teenagers who have been deemed problems and the government that would allow them to be systematically disassembled so that their body parts may be used in medical procedures. If a teen is between the ages of 13 and 18, he or she may be sent away to be unwound at any time a parent chooses. Not only is it legal, it is encouraged so that there may be as many spare body parts as possible. This conflict sheds light on the issue of legality vs. morality that is central to this unit.

Also this novel addresses the issue of self-worth that so many teens struggle with. The characters that run away to avoid being unwound do so at first because they don’t want to die. Who could blame them? But as the story progresses they begin to see that, just because society has labeled them bad, doesn’t mean they are. These teens have something to contribute and they won’t be silenced. This issue will be important when the students engage in the culminating activity, which is a debate, because their opinions are all valid and they all have something to contribute.

A big conflict that *Unwind* address is ethics v. legality. Students need to be taught that it is okay to question the morality of the law. In this case it is totally legal to disassemble conscious human beings for the use of their body parts. However, there is something clearly unethical about the whole thing. This theme can be related to many issues that occur everyday in the world. Every day on the news, we see this conflict. The economy is suffering because business executives are performing underhanded maneuvers to make more money. Most of these moves are entirely legal even though they end up hurting good and honest people. Dictators rise up all over the world and create their own laws that hurt many people. Even local lawmakers act legally but unethically. The study of this novel could open the doors to so many different discussions about all the things that directly or indirectly affect the lives of teenagers.

Certainly one problem that people may have is the graphic nature of the chapter in which a boy is unwound and we read his stream of consciousness as it is happening. While this is a rather powerful part of the story, it does not affect the plot enough for students to have to read it. Therefore, it won’t be required. Those who wish to read it may and those who do not won’t face any penalty.

**Unit Goals**

* Student will demonstrate how they relate the text to self through reader logs, class discussions and other class activities.
* Student will demonstrate understanding of legal v. ethical practices though the use of journals, class discussions, current event activities, and the culminating activity in the form of group debates.
* Student will relate current events to themes studied in text by bringing in news stories (from newspapers or credible internet sources) that demonstrate moral/ethical issues and then doing a free write on how the articles relate to the text. Student may choose to present it to the class.

**Unit Calendar**

*1st week*

Anticipation Guide

Reader logs (Rubric)

* Teacher will model format and expectations

*2nd Week*

Short Story with relevant activities (see calendar)

*3rd Week*

Reasoning Guide Activity

* Comparison between Underground Railroad of slavery to the system of transporting unwinds to safety. Both were illegal but were they moral? Discuss.

Text-to-Text Activity

Present News Articles

*4th Week*

Culminating activity (Teacher will model this at end of third week): (Rubric)

* Debate on certain legal v. moral
* Groups of 4 – 6 students choose a topic.
* Half choose pro side, half choose con side
* Students research chosen topic and come up with argument for their side
* 3 days for research
* 2 days for debates

Topics: death penalty, abortion, torture of political prisoners, legal drinking age, assisted suicide

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Anticipation Guide  Class Discussion  Pass out text | Introduce Vocabulary Words  Begin Reading | Model Reading Log  Pass out Composition books  Let students decorate composition books | Vocabulary Review  In-class Reading | Reading or Free-Write Option  Recap (last 10 minutes of class) |
| Related Short Story | Text-to-Text Activity  Whole Class Discussion | Point-of-View Guide | Small Group Discussion on Point-of-View Guide  Whole Class Discussion | Reading or Free-Write Option  Recap (last 10 minutes of class)  Homework Assignment (news/magazine articles) |
| Reasoning Guide Activity using Debate Topics  (Teacher modeling) | Text-to-Text Activity | Present Articles  Whole Class Discussion | Finish Reading Text  Perform the second half of the Anticipation Guide | Present Culminating Activity  Introduce Debate Topics and Procedure  Assign Small Groups for Final Debate |
| Student Research Day | Student Research Day | Student Research Day | \*2-3 Debates | \*2-3 Debates  Class Discussion for Wrap Up |

**Daily Lesson Plans**

**Anticipation Guide – Week 1, Day 1**

**Overview**:

This is an introduction to a unit on *Unwind*. The students will be introduced to the major themes we will be discussing in this unit. These include legality vs. morality and teenagers’ roles in society.

**Rationale**:

This is the introduction to a unit in which students will be reading *Unwind* by Neil Shusterman. This novel contains several moral and ethical issues that the students will focus on. It is important to present these issues before reading so that students are given the chance to consider their own opinions on such issues before the unit begins. Also, in seeing these issues beforehand, they will be aware of what to look for while reading so that they will be better prepared to build their stance in the culminatiing activity.

**Objectives**:

Students will activate prior knowledge in order to connect new ideas to familiar concepts.

**Sunshine State Standards**:

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection

**Materials**:

*Unwind*

Anticipation Guide

**Lesson Steps**:

1. Students will read each statement and check whether they agree or disagree in the “Before Reading” section. (5 – 10 mins)
2. Students will divide into groups of three to four and discuss their answers. (15 mins.)
3. The class will come together and a spokesperson from each group will share what they discussed. (15 mins.)
4. The teacher will introduce *Unwind* and hand out books. (10 mins.)
5. Students will read *Unwind*. (Approx. 2 – 3 weeks)
6. Students will hold on to anticipation guides for the rest of the unit.
7. Once the book is finished, students will return to anticipation guide and fill out the “After Reading” section just as they did the “Before Reading” section. (5 – 10 mins.)
8. Students will divide into groups of three to four and discuss whether their answers have changed since the first time. (15 mins.)
9. The class will come together and a spokesperson from each group will share what they discussed. (15 mins.)

**Assessment**:

Since this is an introduction to a larger unit, the assessment for this lesson will be informal and based on student engagement. They will receive 10 points for completing the anticipation guide and 10 points for participation.

**Reading Log – In process**

**Overview**:

Students will keep a reading log for the duration of the unit. They will be expected to write their reactions, questions, predictions, etc. in their journals at least twice a week. They will turn in their reading logs every Thursday for grading.

**Rationale**:

A large part of the reading process involves our response to texts. By writing in a reading log, students will identify any moral or ethical issues they have just read, ask questions, reflect opinions, and/or make personal connections.

**Objectives**:

Students will demonstrate their reading strategies and reactions to the text by writing in a reading log twice a week. They will identify the moral or ethical issues they have just read about, formulate questions about the text, reflect on their own opinions about the text, and make connections to the text.

**Sunshine State Standards**:

LA910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text

LA910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

**Materials**:

Reading log

**Lesson Steps**:

1. The teacher will model the reading process by doing a read aloud using a short story or news article.
2. Students will be given a notebook to be used as a reading log for the rest of the unit.
3. Students will be required to write in their reading logs twice a week and will include the following:

* At least 1 question per entry.
* At least 1 prediction per entry.
* At least 1 connection to themselves, the outside world, or another text.

**Assessment**:

Students will turn in their reading log once a week and all entries will be given a 5-point homework grade for completion. They will also be graded on a 5-point scale per entry based on whether they have included each element asked for. (See rubric) They will not be graded on grammar or mechanics, so long as their writing is legible.

**Related Short Story – Week 2, Days 1 - 2**

**Overview**:

Students will read the short story, “Harrison Bergeron” by Kurt Vonnegut and then they will fill out a text-to-text chart, comparing this story to *Unwind*.

**Rationale**:

There are several different texts in the dystopian genre and students should be able to identify the similarities and differences among them. This activity is designed to help them connect the themes of a dystopian novel with those of a dystopian short story and connect/identify moral & ethical issues central to both stories.

**Objectives**:

Students will connect the ideas and issues presented in Unwind with those presented in the classic short story, “Harrison Bergeron” by filling out a text-to-text guide.

**Sunshine State Standards**:

LA910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections

LA910.1.7.7 The student will compare and contrast elements in multiple texts

**Materials**:

“Harrison Bergeron” by Kurt Vonnegut

Text-to-text chart

**Lesson Steps**:

Day 1

1. The class will read “Harrison Bergeron” together. (20 mins)
2. The teacher will then lead the class in discussion using a word web, on a piece of butcher paper, to pull out moral and ethical issues from the story.
3. The students will be asked to keep this discussion in mind as they will be looking to the word web the next day as a guide for their assignment.

Day 2

1. The students will divide into small groups and fill out the text-to-text chart together. Text-to-text chart will include comparison and contrast of:

* Theme
* Representation of teenagers
* Representation of parents
* Moral/ethical issues represented (10 – 15 mins)

1. The groups will each choose a spokesperson. (2 mins)
2. The spokesperson will present the group’s chart to the class. (25 mins)

**Assessment**:

Students will receive a 10 point participation grade for Day 1 reading. They will receive a 10 point participation grade for the group work on Day 2.

**Point of View Guide – Week 2, Days 3 - 4**

**Overview:**

This lesson introduces students to making connections to text by having them view an event, person, or situation from a different perspective. Students are asked to take on a different persona based on an event represented by the text through structured interview questions. Responses are written in the first-person point of view of the chosen persona. By allowing a student to internalize and identify feelings and emotions, the student will learn how to use those feelings (along with facts) to defend their opinion and arguments in the culminating debate.

**Lesson Length:**

Approximately 50 minutes

**Objectives:**

Students will:

* + - Understand the text because they have to process information in various ways to form appropriate responses from a different perspective.
    - Think more logically and deeply about the text before answering the question by adding personal details to the answer.
    - Expand their vocabulary knowledge by using the language of the persona assumed and when describing the events and situations proposed by the interview questions.

**Standards (Grade 9):**

LA.910.1.6.1- The student will use new vocabulary that is introduced and taught directly;

LA.910.1.7.3- The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.8- The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

**Materials:**

Whiteboard

Point of View chart

Copy of text

**Modeling:**

1. Teacher will project Point of View chart onto whiteboard
2. Teacher will read mini-story (i.e. Little Red Riding Hood) and have students assume the persona of the main character.
3. Teacher will ask students to describe what they experience in the situation the character finds him/herself using the labels on the point of view chart. For example, what does the big bad wolf look like? How are you going to escape? Do you hear your mother’s voice warning you to keep away from the forest? etc.
4. Teacher will write example responses under appropriate heading: Eyes, Head, Ears, Hands, Heart, Mouth

**Instruction:**

1. Have students break up into groups of four
2. Explain that each of these headings represents feelings and not the actual body part
3. Have students imagine they are an “unwind” and are in a harvest camp. Pose question: “What sensations are they experiencing?”
4. Allow students to brainstorm the question as a group and fill out the point of view guide.
5. Have spokesperson for each group relate the group’s answers to the classroom.
6. Allow class discussion/question session (for approximately 5 minutes for each group) only after the group has finished

**Assessment:**

Assess each group’s presentation to see if they answered the question in a logical and cohesive manner that relates to the question and the text.

**Knowledge/Skills:**

1. Uses available materials to obtain information appropriate for grade 9
2. Uses available technology to obtain information appropriate for grade 9
3. Uses available resources to initiate appropriate dialogue within home group for grade 9

**ESOL Adaptations:**

* Provide dual language dictionary/thesaurus
* Provide text in native language
* Pair with buddy that speaks native language (when possible) or other student willing to help

**Reasoning Guide – Week 3, Day 1**

**Overview:**

This lesson is intended to put the student in a situation where they have to reason about the content. By using the Reasoning Guide students will broaden their critical thinking skills about a particular subject through the use of the text and related articles. Rather than foster the belief that content must be memorized, a Reasoning Guide moves students to analyze, synthesize, and apply information to other texts and self. (Allen, 2008)

**Objectives:**

Students will:

* Think more comprehensively and critically about the text by applying prior knowledge of the subject matter.
* Connect and apply their understanding of the text to other parts of their lives through the use of reasoning guide.
* Use guide to demonstrate processes of reasoning in relation to the content.

**Standards:**

LA.910.1.7.8- The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

**Materials**:

Whiteboard

Reasoning Guide (which will be comprised of statements taken from a current news article)

Copy of text

**Instruction:**

1. Before students arrive, the teacher will write 3 or 4 questions on the whiteboard that are based on a current news article.
2. Students will complete the first part of the Reasoning Guide independently. (15 mins)
3. Students will break up into small groups of 3-4 and compare answers and defend their positions. (10 mins)
4. Students will then read the news article as a group. (5 mins)
5. Students will complete the second part of the Reasoning Guide as a group. (10 mins)
6. A spokesperson for each group will relate the group’s idea(s) to the classroom. (10 mins)
7. Allow students to discuss ideas openly as a whole group discussion.
8. Assessment:
9. Assess each group’s participation to confirm use of the Reasoning Guide in a logical and cohesive manner that relates to the questions about the text. (5 points)

**Assessment:**

Assess each Reasoning Guide per individual student to confirm correct answers to close-ended questions and affirm reasoning is related to the open-ended question presented. (5 points)

**Knowledge/Skills:**

1. Uses available materials to obtain information appropriate for grade 9
2. Uses available technology to obtain information appropriate for grade 9
3. Uses available resources to initiate appropriate dialogue within home group for grade 9

**Outside Article – Week 3, Days 2 - 3**

**Overview**:

Students will find news articles that address similar issues to those discussed in *Unwind*. They will then fill out a text-to-text chart indicating the similarities and differences between the two texts.

**Rationale**:

This assignment is designed to make students think critically about what they read and how it relates to issues that are occurring in their communities, in the U.S., and internationally.

**Objectives**:

Students will connect the text to the real world by bringing in news articles that relate to the themes they find in the text. They will pay particular attention to the issues of legality vs. morality/ethics as they will come up again in the culminating text.

**Sunshine State Standards**:

LA910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections

**Materials**:

News article

Text-to-text chart

**Lesson Steps**:

*Day 1*

1. Students have brought in a news article (in print) that they found in the newspaper, a news journal, or from a reputable news source online (msn news, yahoo news, google news, Tampa Bay online, etc.)
2. Students will fill out their text-to-text charts including

* Ethical issue/s represented
* Tone (positive/negative, light/heavy, etc.) and key words and phrases that support their conclusion about the tone
* Supporting facts about the issue/s represented (15 mins)

1. Students will divide into small groups and discuss their articles (25 mins)

*Day 2*

1. Students will divide into the small groups they were in the day before
2. Each group will choose a spokesperson to present the articles and any relevant ideas the group discussion produced to the rest of the class. (40 mins)

**Assessment**:

Students will receive a 10 point homework grade for bringing in their articles on time. They will be graded on a 30 point scale for their text-to-text chart (See rubric). And they will receive a 10 point participation grade for their participation in the small group discussions.

**Culminating Activity Week 3, Day 5 & Week 4 Days 1 - 5**

**Overview:**

The culminating activity will be in the form of a debate. This activity is intended to bring together everything the students have learned through the last three weeks. It will build upon the activities used in the classroom to assist the students’ group in debating their chosen topic.

**Lesson Length:**

50 minutes over a 2 day period

**Standards (Grade 9):**

LA.910.5.2.2

The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

LA.910.5.2.3

The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

LA.910.5.2.4

The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message;

**Objectives:**

Student will form an argument and defend his/her position on the topic of morals and ethics using the skills learned from the various activities (Anticipation Guide, Reading Log, Text-to-Text activities, Point of View Guide, Article Research and Reasoning Guide) provided in the classroom and at home.

Student will apply skills to demonstrate debate process and knowledge of content

Student will learn to use appropriate thinking and reasoning (analytical and deductive) skills while forming argument for or against topic.

Student will appropriately present and defend stance on chosen topic to the class.

**Materials:**

Whiteboard

Colored index cards

**Modeling:**

Day 1

1. Teacher shows short video to model debate (<http://youtu.be/k-LFl8FsALI>)
2. Teacher explains debate guidelines

**Instruction:**

Day 1

1. Students will be divided into groups of 4-6 students (group division will be decided by numbered and colored index cards)
2. Groups (assigned by number) will choose a topic and write the topic on the index cards along with their name, date and class period
3. Two different colored index cards will be used to determine the pro side and con side

Days 2 - 4

1. Students research chosen topic and come up with argument for their side
2. Arguments will be written on the index cards

Days 5 – 6

1. Students will perform their debates
2. Spokesperson for pro side will speak first, spokesperson for con side will speak second
3. Prior to speech, spokesperson will be required to write topic and stance (pro or con) on the whiteboard
4. Each student will be given 2 minutes to present argument for or against
5. 2 minutes will be allowed for “crossfire” (non-speakers will have the opportunity to question speakers)
6. Respect will be maintained for all students at all times

**Assessment:**

Assessment will be based on thoroughness of research, strength of argument, reference to outside sources and presentation. (See rubric)

**ESOL Adaptations:**

1. ESOL student will be part of native English speaking group
2. ESOL student will be paired with buddy willing to assist

Native language dictionaries will be provided to assist in interpretation

**Rubrics**

Reading Log

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| Includes at least 1 question, 1 prediction, and 1 connection from the text to the world, to themselves, or to another text. Also includes 2 or more additional thoughts and/or comments | Includes at least 1 question, 1 prediction, and 1 connection from the text to the world, to themselves, or to another text. Also includes 1additional thoughts and/or comments | Includes 1 question, 1 prediction, and 1 connection from the text to the world, to themselves, or to another text. But no additional thoughts or comments | Includes only 2 of the following 3 categories: question, prediction, and connection to the world, themselves, or another text. | Includes only 1 of the following 3 categories: question, prediction, and connection to the world, themselves, or another text. |

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| --- | --- | --- | --- | --- |
| **Rubric: Point of View Guide** | | | | |
|  | | | | |
| Teacher Name: **Mrs. Hamilton and Mrs. Yaravitz** | | |  | |
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|  |  | | | |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  | | | | |
| CATEGORY | 4 | 3 | 2 | 1 |
| Identifies details | Student recalls several details for each main point without referring to the article. | Student recalls several details for each main point, but needs to refer to the article, occasionally. | Student is able to locate most of the details when looking at the article. | Student cannot locate details with accuracy. |
| Identifies opinions | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| Relates Graphics to Text | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| - Please Choose - | undefined | undefined | undefined | undefined |

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| --- | --- | --- | --- | --- |
| **Rubric : Reasoning Guide** | | | | |
|  |  |  |  |  |
| Teacher Name: **Mrs. Hamilton and Mrs. Yaravitz** | | |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  |  |  |  |  |
| CATEGORY | 4 | 3 | 2 | 1 |
| Identifies important information | Student lists all the main points of the article without having the article in front of him/her. | The student lists all the main points, but uses the article for reference. | The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points. | The student cannot important information with accuracy. |
| Identifies details | Student recalls several details for each main point without referring to the article. | Student recalls several details for each main point, but needs to refer to the article, occasionally. | Student is able to locate most of the details when looking at the article. | Student cannot locate details with accuracy. |
| Identifies facts | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |
| Relates Graphics to Text | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |

Outside Article Text-to-Text

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 10 | 7 | 4 | 1 |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Organization | Information is very organized with well-constructed sentences. | Information is organized with well-constructed sentences. | Information is organized, but sentences are not well-constructed. | The information appears to be disorganized. 8) |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |

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| --- | --- | --- | --- | --- |
| **Class Debate : Moral or Ethical** | | | | |
|  |  |  |  |  |
| Teacher Name: **Mrs. Hamilton and Mrs. Yaravitz** | | |  |  |
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|  |  |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  |  |  |  |  |
| CATEGORY | 4 | 3 | 2 | 1 |
| Understanding of Topic | The team clearly understood the topic in-depth and presented their information forcefully and convincingly. | The team clearly undestood the topic in-depth and presented their information with ease. | The team seemed to understand the main points of the topic and presented those with ease. | The team did not show an adequate understanding of the topic. |
| Information | All information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear and accurate, but was not usually thorough. | Information had several inaccuracies OR was usually not clear. |
| Use of Facts/Statistics | Every major point was well supported with several relevant facts, statistics and/or examples. | Every major point was adequately supported with relevant facts, statistics and/or examples. | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. | Every point was not supported. |
| Organization | All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical. | Arguments were not clearly tied to an idea (premise). |
| Presentation Style | Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | One or more members of the team had a presentation style that did not keep the attention of the audience. |
| Rebuttal | All counter-arguments were accurate, relevant and strong. | Most counter-arguments were accurate, relevant, and strong. | Most counter-arguments were accurate and relevant, but several were weak. | Counter-arguments were not accurate and/or relevant |
| Respect for Other Team | All statements, body language, and responses were respectful and were in appropriate language. | Statements and responses were respectful and used appropriate language, but once or twice body language was not. | Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark. | Statements, responses and/or body language were consistently not respectful. |

**Handouts**

**Anticipation Guide**: *Unwind*

Read each of the following statements and decide whether you agree or disagree with each one. **There are no wrong answers to these questions.** On the line next to the statement under “Before Reading” write A if you agree with the statement or D if you disagree with it. Hold onto this assignment until the end of the unit as you will be filling out the “After Reading” section once the book is read.

*Before Reading Statement After Reading*

\_\_\_\_\_\_\_ 1. If something is legal then it is also ethical. \_\_\_\_\_\_\_

\_\_\_\_\_\_\_ 2. Parents have the right to treat their children \_\_\_\_\_\_\_

any way they see fit.

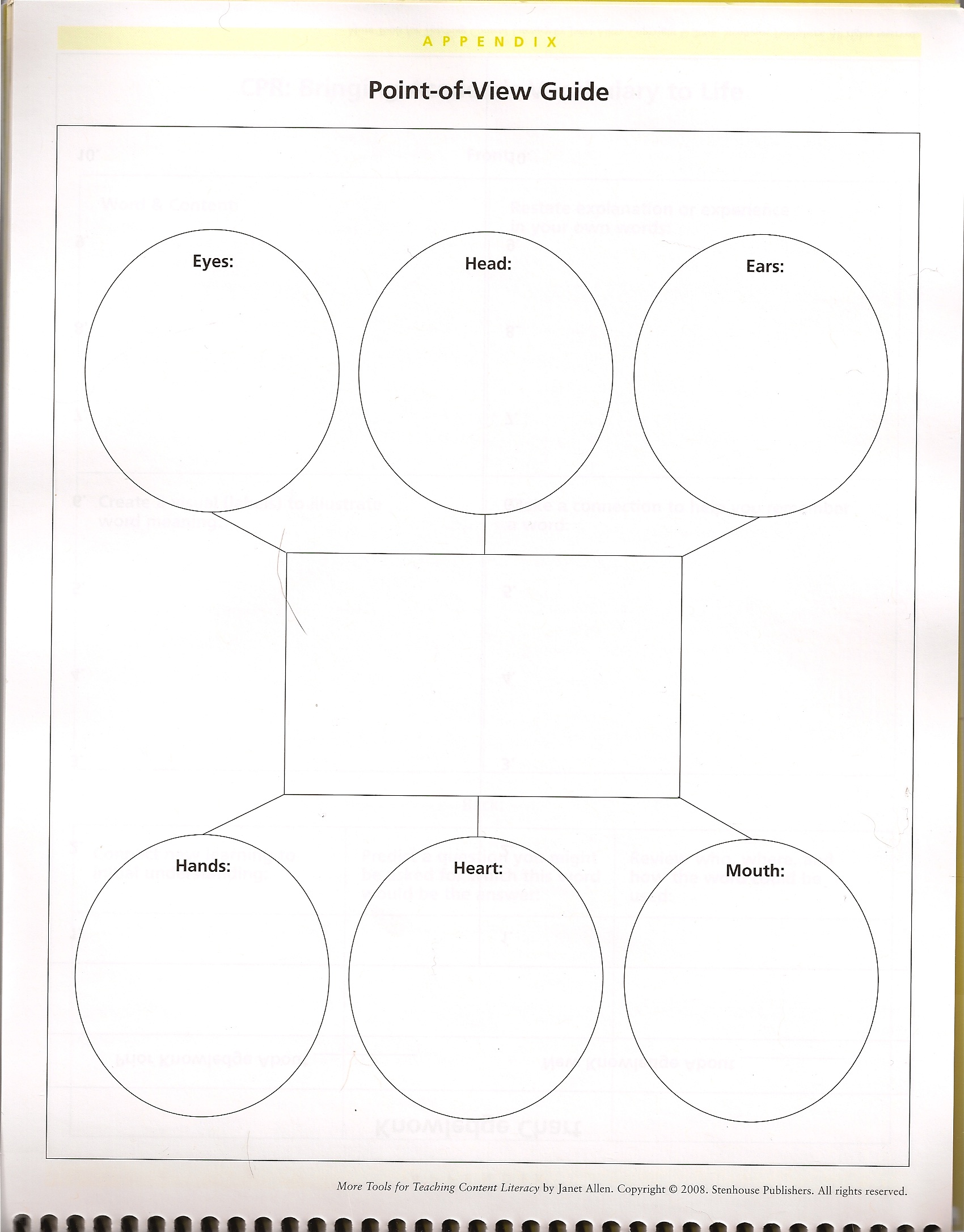
\_\_\_\_\_\_\_ 3. It is okay to take one life if it will save many lives. \_\_\_\_\_\_\_

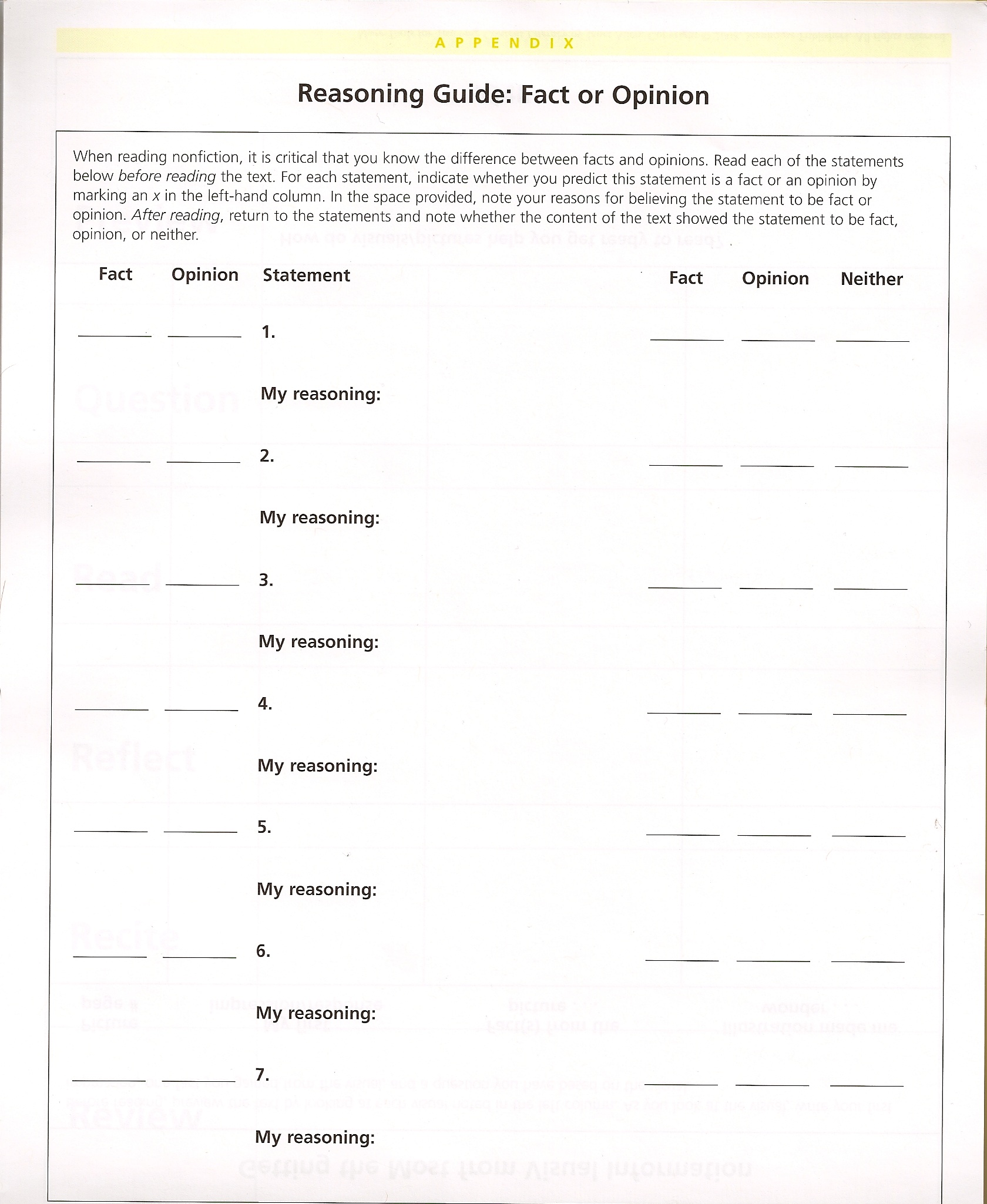
\_\_\_\_\_\_\_ 4. Kids should have the same legal rights as adults. \_\_\_\_\_\_\_

**Text-to-Text**

Compare and Contrast \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **TOPIC** | **TEXT 1** | **TEXT 2** |
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**References**

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